

Council on Postsecondary Education  
Committee on Equal Opportunities  
April 15, 2002

1999 Partnership Agreement  
The OCR Summer Roundtable  
Racial Harassment, Diversity and Campus Climate

A copy of the conference notes from the July 2001 summer roundtable on Racial Harassment Initiatives compiled by the Office for Civil Rights are presented in the attachment. The roundtable consisted of discussion regarding programs that work and best practices.

Staff preparation by Sherron Jackson

**Racial Harassment Initiative Roundtable  
Niagara Falls, New York  
July 12-13, 2001**

**CONFERENCE NOTES**

**Welcome/Introduction**

Tom Hibino, OCR Boston's Regional Director, extended a warm welcome and described the Roundtable as a unique opportunity for participants to meet one another as well as to learn about the OCR processes and methodologies. He explained that three offices, New York, Boston and Philadelphia, comprise the Eastern Division. It was observed that the racial climate for minority students is different in the Northeast than it is in other parts of the country, and therefore, OCR decided to address this issue as part of a Postsecondary Racial Harassment Initiative.

Tom stated that methodology of the Initiative was to conduct non-traditional compliance reviews selected campuses. He noted that the institutions under review had attempted to improve conditions for its students, but racial isolation at campuses was a common theme. Tom stated that he hoped the Roundtable would enable us to share and compare notes and learn from each other, as a collective effort which would lead to better solutions. He asked that the participants consider whether OCR's efforts in this area were helpful and whether OCR's approach could be a model for the future.

**Overview of the Eastern Division PSE Racial Harassment Initiative**

Helen Whitney, OCR New York's Regional Director, spoke about the institutions' unwavering commitment and support for working on the issue of racial harassment at the post secondary education level. She congratulated the recipients for expanding opportunities for all students. Helen informed the group that in 1997, the three offices comprising the Eastern Division determined that a proactive initiative that addressed the issue of racial harassment at the Postsecondary Education level would be developed, after hearing anecdotal reports of racial isolation on campuses. A five-year plan of action was developed to direct us in our approach to this issue. The goals of the initiative were to:

- (a) build knowledge and expertise in the three offices,
- (b) maximize resources devoted to this activity,
- (c) create a forum for sharing success stories,
- (d) coordinate and enhance the ability to obtain strong remedies,
- (e) develop ways to more effectively monitor resolution agreements,

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- (f) develop and publicize resource materials, including best practices,
- (g) evaluate the effectiveness of the initiative, both as measured operationally and in the post secondary educational community, and
- (h) engage staff members in a variety of situations.

Helen explained that the initiative is currently in its fourth year, and activities earmarked for this year include this Roundtable that will partly serve as an evaluation of the effectiveness of the initiative.

### **Introductions/Exercise**

The facilitator for the Roundtable, Alvin Herring, was introduced. He presented the group with an icebreaker exercise. The purpose of this exercise was to help the group understand the importance of making a conscious effort to recognize and acknowledge another person's existence. The group learned the phrase, "Sawu Bona" (sah-woo bow-nah), a Zulu phrase that translates into "I see you." Alvin explained that this phrase conveys more civility and interest than does the American traditional greeting of "How are you," which many times does not provoke an honest response. The response to this phrase, "sikhona," when translated means "I am here." When people are greeted in this manner, Alvin said, what you're really saying is, my presence is enhanced because you recognize and acknowledge my value as a human being. It is very difficult to mistreat or ignore a person once you have acknowledged that he/she is a valuable entity. He, therefore, asked the group to consider our relationship to one another, as administrators, faculty, affirmative action officers and OCR staff and the value each brings to the Roundtable and to the larger issue of creating a positive campus climate for all students.

Alvin then asked the group to write down their hopes and challenges for the Roundtable, and a follow-up discussion ensued. The group first discussed their hopes for the Conference and for future initiatives. Many participants expressed the need that institutions' Presidents be required to attend such Conferences. It was felt that Presidents "set the stage" for diversity on their campuses and initiatives are developed "from the top down." The participants also emphasized that collaboration and sharing of strategies and experiences would help promote a better racial climate on campus.

The discussion then focused on the challenges to achieving diversity and a welcoming racial climate at institutions. Concerns raised were:

1. the area of racial climate and diversity is treated like a stepchild;
2. if there is value in diversity at an institution, money will be generated and it will then become a priority at the state level;
3. oftentimes the question asked is "do you want diversity or do you want quality," as if these two aspects could not coexist together;

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4. more staff is dedicated to student services for foreign students, rather than American minority students;
5. disadvantaged and poor white students are receiving less services than are foreign students. This is demonstrated when they are channeled into two year colleges based on SAT scores;
6. it appears as if minority students are not seen in the same light as foreign students; and
7. it is not merely numbers that demonstrate diversity, but rather it is vital that the tools necessary to make diversity work are provided.

Alvin asked and received an enthusiastic response to whether strategies should be discussed to help promote diversity. Participants expressed interest in learning about the changes in OCR leadership, and if, with the advent of litigation regarding affirmative action (e.g. University of Michigan), universities would be left to flounder without governmental intervention. Participants also mentioned the structure of the Roundtable, including time constraints, identification of stakeholders, and the importance of maintaining the momentum and enthusiasm for this issue after the conclusion of the Roundtable.

### **WHAT MAKES A CAMPUS DIVERSE**

With all the discussions on campus diversity, it's important to know what "people" think diversity is and what they would expect to see on a "diverse campus." In other words, "how would I know when my campus has achieved true diversity?" A discussion, therefore, ensued about individual definitions of diversity and what the group felt a diverse campus looks like. An agreed-upon definition was that diversity **supports a climate that fosters respect for the differences among its members, including but not limited to, racial, ethnic, or religious heritage, class, gender, sexual orientation, or disability status.**

When diversity is "in the water," as one group stated, everywhere you go, you see it and know that it's important. The group agreed that faculty needs to be involved. However, since they are evaluated and considered successful when they teach, do research, publish, etc., it appears that they are not rewarded for supporting and participating in diversity activities.

It was suggested that the student and employee population on a campus be representative of the population within the community. The importance of community was discussed, and it was suggested that a community cannot flourish if there is conflict between members of different racial and ethnic groups. Another comment made was that conflict is not necessarily evil, but Americans tend not to react well to conflict, whereas in other countries, conflict is inevitable and acceptable.

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Most participants agreed that a diverse campus is not necessarily about numbers, but about how members are made to feel as part of the community. An inclusive community allows for multi-culturalism beyond tolerance and more towards understanding. Some felt that the college presidents should be active and more visible, make diversity a priority, and set the tone for diversity. Involvement/commitment at the Board of Trustee level (people at the top) is important, as is a system of accountability. Diversity should be one of the goals and money tied to its achievement.

Several participants stated that the true focus of diversity should be concentrated on the recruitment of African-American and Latino students, as these groups have been historically underrepresented. The issue was raised that some minority students fail to take advantage of services that are available. Some participants also felt that faculty needs training on dealing with students from diverse backgrounds.

The facilitator then asked the group to collaboratively determine five elements that comprise a diverse campus. They were identified as:

1. Leadership
2. Accountability
3. Resources (financial, human, space, etc)
4. Community (one that includes faculty, staff and students)
5. Communication/Access (tied for 5<sup>th</sup> place)

### **Storytelling - Successes and Challenges**

One of the purposes of the Roundtable was to provide participants an opportunity to share with the group some of their success stories - things that they have tried and have worked well. In addition, we wanted participants to feel comfortable enough to point out those areas they are struggling with, in the hope that someone in the group could offer some strategies for improvement. Below is a summary of what was provided.

#### **University of Vermont**

Contact Person:

UVM is engaged in a long-term relationship with Christopher Columbus High School in Bronx, New York, as a recruitment effort to ultimately enroll Latin American and African American students. Jet Blue Airlines donated 100 airline tickets to the program, and faculty and students travel to both locations to advise students on preparing for college. The program is in its first year. Since its inception, they have had 33 seniors (black and Hispanic) apply for admissions to UVM, of which 18 enrolled and will be entering this fall.

UVM's challenge is ensuring sure that the campus climate is appropriate to provide these students with the education they deserve.

#### **Community College of Rhode Island (CCRI)**

Contact Person: Roxanne M. Gomes

Futures Unlimited is a Conference designed to recruit high school women and minorities to participate in a one-day event that involves individuals attending two hands-on high-tech laboratories. They also have to attend a math anxiety session and they listen to career speakers in the high-tech areas, some of whom are graduates of CCRI and are working in technological industry. It reached a point where calls were coming in from high schools wanting to know if they could get some of their students enrolled. It's potentially a success story.

### **University of Rochester**

Contact Person: Norm Burnett

University of Rochester created a **diversity roundtable** consisting of students, faculty and staff (undergraduate, graduate, faculty members and administrators in key positions). The Roundtable meets every other week, and it's currently in its second year. The Roundtable, consisting mostly of students, is primarily proactive, and focuses on problems it believes it can solve. The Roundtable chooses two or three items to address each year.

Initially, the students invited to participate had brought issues to the University's attention. Currently, students are asked to apply to become a member. Students are chosen who are very active on campus such as those who participate in student government. Participants are also from Minority Student Affairs, Dean of Students, etc. The Technology Roundtable model is being used as a guide.

The Roundtable provides a mechanism through which diversity issues may be addressed immediately. For example, when an incident comes to the attention of the Roundtable, it is discussed immediately. Recently, after one such incident, the Committee wrote a statement, and gave it to every faculty member to read to each of his/her classes. Students felt this was very effective. There was no demonstration and the statement was in the Campus Times. Students know there is a place with a very strong administrative backing where they can come and talk freely about their feelings. They are now sponsoring workshops, speakers at orientation, and other activities. It's comfortable and issues reach the right people. The Roundtable also gives the university an opportunity to explain why certain suggestions for change cannot occur. It's a chance to be straight and clean about the agenda and not feel like something is being hidden. In addition, people get to see a list of things that were actually fixed. Results are published on the web page, in the campus newspaper and in letters to faculty.

### **Kentucky Council on Postsecondary Education**

Contact Person: Sherron Jackson

#### **A. Governor's Minority Student College Preparation Program**

The Governor's Minority Student College Preparation program was established in 1986 to: (1) provide academic enrichment activities for middle and junior high school minority students, to encourage them to stay in school and enter college; (2) make young African American students aware of the benefits and value of college and more likely to consider college as an achievable option; and (3) to prepare these students to be successful in college-level work and to persist to college graduation.

The program places emphasis on early intervention in an attempt to overcome problems at the middle and high school levels that tend to reduce the pool of students interested in attending, and prepared to do well in, college. The program serves 1,000 middle and high school minority students. Programs are located on 18 university, community and technical college campuses across the state. Each program is different. Through these programs, students can improve academic and study skills, learn about careers, learn about college life, and learn what it takes to succeed in college. Workshops on financial aid, careers, parental involvement, and college success strategies are prominent features of all programs.

**B. Proficient Junior's and Senior's Conference - Planning for College: Admission, Financial Aid, Careers**

The annual Conference for Academically Proficient African American High School Seniors and Juniors is co-sponsored by the Council on Postsecondary Education, The Lincoln Foundation, and the Kentucky Department of Education. Kentucky is stressing the importance of racial and gender diversity at colleges and universities by helping every student move through all levels of education: preschool through elementary and secondary and on to college and beyond.

The Conference helps students choose and apply to colleges, seek financial aid, improve communication and coping skills, and identify possible careers. Students are assisted with transitioning from high school to postsecondary education through several concurrent workshops ranging from financial aid and scholarships to developing coping skills. Students are apprised of the various educational opportunities available throughout the Commonwealth. The event, which includes a workshop for parents, is held annually on the campus of a college or university. The program, which serves approximately 400 students and parents each year, is free.

The Conference features a student recruitment fair with representatives of public and private colleges and universities, who talk about their institutions' programs and requirements.

**C. SREB Doctoral Scholars Program**

The Southern Regional Education Board (SREB) Doctoral Scholars Program, as part of the nationwide initiative of the Compact for Faculty Diversity Institute,

addresses the present under representation of minorities in higher education by encouraging ethnic minority students to pursue doctoral degrees for careers as college teachers. The program provides minority doctoral scholars with academic and financial support as well as personal guidance, support, and counseling.

A scholar has two primary obligations upon selection to the program: (1) to focus full-time attention to the completion of the academic requirements, and (2) to attend and participate in the annual Doctoral Scholars Program/Compact for Faculty Diversity Institute. All parties sign a memorandum of agreement that stipulates specific responsibilities of the student, department, institution, state and the SREB.

The program fulfills a number of needs:

- It addresses the critical shortage of minorities with a Ph.D. to fill faculty and administrative positions at Kentucky universities, community and technical colleges.
- It addresses the specific complaints of traditionally white institutions “that they want to hire minority faculty and administrators but they just can not find any with the kind of credentials required to fill positions,” and
- it will help the Commonwealth of Kentucky meet its obligations under the Partnership Agreement with the U.S. Department of Education, Office for Civil Rights, which calls for additional diversity among the institutional faculties, administrators, and professional staffs.

Since the Program’s inception in 1993:

25	Total Scholars have been served by the program
1	Has withdrawn from the program
13	Are matriculating
11	Have completed the Ph.D. program

## **SUNY Binghamton**

Contact Person: Francine Montemuro

### **A. 911 Group**

In response to hate activity, the college operates a "911 Group" of Administrators who meet to discuss these incidents and issues. This group is usually convened by Student Affairs, but can include University Relations, University Police, President's Office, University Ombudsman, Campus Activities, Multicultural Resource Center, etc. They have been very helpful in keeping students apprised before information hits the press. The group doesn't necessarily have the answers



as to how to handle these situations, but sends the message that "we will work together on this."

The college also utilizes: STOP HATE CRIME NOW posters on which all offices are listed where students may call to report hate crimes. These posters grew out of one of the 911 Group meetings.

**B. Student Dialogue Facilitators**

The college recently developed a small group of student dialogue facilitators who develop, implement and facilitate small group workshops dealing with a variety of diversity topics. Four students per semester are provided with training on how to conduct facilitated group discussions with peers.

**C. President's Round Table**

The college coordinates a group of student leaders from over 40 student organizations. The goal is to help facilitate inter-group communication among this diverse group of student leaders.

**Pennsylvania System of Higher Education (SSHE)**

Contact Person: Karen Lum

**A. Building Bridges**

This is a program where trained students facilitate in-class communication about diversity issues and inter-group relations. Students share opinions and experiences related to campus diversity and conduct interactive exercises and role-playing activities. Their personal experiences provide evidence that inter-racial communication is not merely an academic value, but a real need even in the current environment.

The purpose of this program is to build communication and understanding; to build bridges in the campus community; and to impress citizens to cooperate with and value diversity not just at college, but also in career and life. This program's success is evident by its later adoption at other System universities.

**B. Interface Between Campus and Local Security**

A graduate assistant serves as a liaison between the university Office of Public Safety and the Indiana Borough Police Department in an effort to foster a cooperative and safe environment between the University and the local Indiana community. Some of the assistant's duties include coordinating University efforts with various community leaders such as the Council, Merchant's Association, and Chamber of Commerce. The assistant is involved with developing public relations activities and building collaborative programs, including developing

diversity training for the University and surrounding borough police departments. Some particular strengths of this initiative is that it involves the community as an equal partner in developing proactive solutions for creating a welcoming climate for students, both on university property and in the small community surrounding the University. OCR provided a two-day training session for this group.

### **C. Century of Civility**

The Century of Civility has served as a guiding theme for Edinboro University since it was introduced by President Frank Pogue in response to a recommendation by the State System Board of Student Government Presidents in 1999. The qualities of this initiative are its comprehensiveness and flexibility. While serving as a mechanism for communicating and reinforcing the university's commitment to fairness, tolerance, collegiality and civic responsibility, the Century of Civility is also incorporated into all planning and community building activities. **Civility** is a vital component of the educational milieu. Additionally, the incorporation of this theme into university publications and communications reinforces its role and value in the university environment and beyond.

### **Western Kentucky University (WKU)**

Contact Person: Dr. John Hardin

#### **Diversity Advisory Committee**

President Gary Ransdell of Western Kentucky University has appointed the University Diversity Advisory Committee to review, discuss and make recommendations on diversity to him and then to the WKU Board of Regents Committee on Diversity and International Issues. The Committee has been working on 21 items found in WKU's Ethnic Relations Task Force Report produced in 1998.

Although many of the items are still "works in progress," the Committee (composed of citizens, faculty, staff, students, Faculty and Staff Regents) has been able to improve awareness of the importance of diversity on campus and its connection to the communities the university serves.

Some of the issues addressed are:

- (1) Improvement of "town-gown" relationships with the African American community by lending support to the dedication of a highway marker recognizing an African American community displaced by university expansion in the 1960s;
- (2) Development of an improved database on African American faculty, staff, students, and graduates to meet eight objectives under Kentucky Council on Postsecondary Education and Office for Civil Rights Partnership Agreement;

- (3) Creation and receiving nominations for a President's Diversity Award to be announced at the Fall 2001 University Opening Convocation. The purpose of the award is to recognize and reward a WKU student or organization, employee, and member of the community for contributing exemplary leadership and achievement in advancing diversity at WKU or communities served by WKU. This award is intended to encourage creativity, dialogue, and action through advocacy, role modeling, scholarship and service.

Each award (student or organization, employee and community member) will be \$1,000. The long term impact of the awards is yet to be determined but initial response has been good.

### **Introduction & Recap of Previous Day - Wendella Fox**

Did you pass the night in peace, asked Wendella. She said, this is personal! In order for diversity to be effective, it must be "**in the water.**" For example, we must have the resources, it must be reflected in our programs, the curriculum, the classroom, the mission statement, there must be accountability, and it must allow access to and remove barriers to higher education.

Wendella reviewed the definition of diversity as presented on Thursday, then reviewed the top five factors that are key to creating a diverse campus and a just campus. She said when she looked at the promising practices, it seemed like they reflected our top five categories.

Wendella emphasized that we must connect with each other as straight up human beings in a lot of different levels: employees, leaders, alumni, faculty, governing boards, etc. It is personal, but it's the whole campus community.

### **BEST PRACTICES**

#### **Film, Presentation and Discussion - Rosemary Fennell**

Rosemary began with a discussion on how "access" had been the challenge. Access has now expanded to include curriculum, pedagogy, and inter-group relations, etc. The group then added to the definition of diversity? It was suggested that we add: "all in the pursuit of a common unity."

Rosemary spoke about how history frames the way leaders treat diversity on campus. She stated we've been moving through a maze since the 1060's. There are other challenges also, such as factoring in campus services which makes this a complex issue.

There are four interrelated entities of best practices. Rosemary's objective was that all participants would be able to name all four, with an acronym of CERT

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1. Campus climate
2. Education/scholarship
3. Representation
4. Transformation

Campus Climate - the psychosocial environment that influences all students' experiences, levels of involvement and academic achievement

- ❑ appreciation of students' experiences
- ❑ all stakeholders interacting
- ❑ student involvement in a variety of campus groups/services
- ❑ Inter-group dialogue

These help affirm students' sense of belonging and assist in their incorporation into the traditions of the institution.

Inter-group Dialogue (communication) helps students develop critical and analytical thinking, to express their views, to hear the opinions of others, understanding that they as well as others have several dimensions, and increase their buy-in.

Rosemary showed a short view tape focusing on a University of Michigan program using dialogue as a mechanism to resolve student related issues on campus. The web address for this program is:  
[www.edd.gov/offices/opennnews/campusddialogue/results](http://www.edd.gov/offices/opennnews/campusddialogue/results)

### Education

- ❑ Curriculum (what we teach)
- ❑ Pedagogy (how we teach)
- ❑ Scholarly Inquiry (what we value)
- ❑ Outcome (what we seek to do)
- ❑ Faculty (who teaches)

New Directions - some are:

A focus on the history of oppression

A focus on approaches that are comparative and cross-cultural

Social responsibilities through relationships, experiences, problem-solving across groups

Representation - the meaningful inclusion (welcoming, respecting and valuing) and success of un-represented and under-represented groups at all levels.

Access, retention, success rates

Transformation - deep reorganizing based on institutional commitment to diversity as evidenced by: leadership, mission, definition of scholarship and linkages between communities within and outside the institution.

- ❑ The movement from tolerance to interactive and proactive pluralism
- ❑ Includes curriculum change, diversity leadership and commitment to institutional change

### **Things Needed in an Environment to Make Diversity Happen**

1. A commitment to leadership in becoming a force for a truthful experience on the issue of race in America
2. Division of real resources: money, people and facilities
3. Leadership at each level and the expectation of that level: accountability
4. Valuing the standards - really weighing them
5. An articulation of goals - targets - benefits

### **Challenges/Opportunities - Focus Reports**

This portion of the Roundtable was designed to allow group members in similarly-situated positions to work together and discuss challenges faced and opportunities encountered in their respective roles. At the end of an allotted time period, each group made a presentation to the plenary session.

#### **I. State Systems**

##### *Opportunities*

Students, faculty and administrators will choose to become a part of the institution because of quality of programming and environment and not based on anything else.

##### *Challenges*

- A. Creating a pipeline of students who are prepared to enter college and to matriculate to graduation. Begin by developing a relationship with primary and secondary education schools - teachers capable of teaching in a multicultural environment (need resources and people);

- B. Communication among state coordinating boards and institutions review processes and generate information back to the institutions that will help them create programs at that level to improve the environment;
- C. How to be both a friend and enforcer to people at the institution level;
- D. How to generate resources (money) for statewide initiatives and programs that will assist institutions within their own area to develop programs that are both inviting to students and train change agents on campus; and
- E. Generate new ways to approach diversity issues on campus - generate excitement about these issues in order to get people vested and have input.

## **II. The "Looking Group"**

This group was comprised of two persons who were newly appointed to their positions.

### *Challenges*

- ❑ Looking for resources in order to be innovative and visionary, to put stamp on things in order to take the institution to new places. It means change.
- ❑ Changing perceptions - vertical and horizontal viewpoints (interdepartmental or in one's area) - how to change perceptions of others.
- ❑ Assessment tools (need resources and ideas)

### *Opportunities*

- ❑ looking for grant funding opportunities for training of faculty/staff
- ❑ opportunity to be creative and have significant impact on students

## **III. Office for Civil Rights**

The Office for Civil Rights (OCR) is a Federal agency responsible for enforcing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and The Americans with Disabilities Act. OCR is also the sponsor of this Roundtable.

### *Challenges*

- ❖ Think about compiling what has been learned over the past few years
- ❖ Next stage of initiative - what's the legacy?
- ❖ Expectations of colleagues

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- ❖ OCR's policy - what can we legally do?
- ❖ Can we continue to do this - as an initiative?
- ❖ Improving monitoring efforts
- ❖ Including college and university presidents in sessions on these issues
- ❖ Annual Docket (outlining activities for the Fiscal Year)

### *Opportunities*

- ❖ Trust
- ❖ Relationships developed/things done
- ❖ Use the Columbus idea from UVM while onsite
- ❖ Administration and resources
- ❖ People we've met are bridges to other activities and issues
- ❖ OCR policy - helps people accomplish goals
- ❖ Provide a regular forum based on the dialogue idea
- ❖ Can we continue to do this?
- ❖ Working through the 5<sup>th</sup> year of the initiative
- ❖ Docket
- ❖ Working with inspired, committed and talented people in this issue
- ❖ Feedback on initiative

### Comments from the Group

- a. Participants need grant information
- b. Participants want a synthesis of our information gathered during this meeting
- c. Participants found value in working with OCR
- d. Will OCR issue a letter of findings if the negotiated agreement isn't fully implemented?

## **IV. Affirmative Action Officer's (AAO)**

### *Challenges*

- Administrative department units and individuals undermine goals - people who appear to support you in public but undermine you in private
- History and tradition - information written that talks about what is being done or practices of how things have been done in the past
- Human resource department - perception that resources are being channeled to AAO - feeling threatened by resources - fear that their role may be taken away from them
- Keeping up with current AA decrees - allowing people to think that AA is being dismantled - being put on the back burner. People have a very nonchalant attitude about what will happen if they don't follow through

- Lack of knowledge about what EEO/AA is - and what AAO's do as well as experienced officials who should know some of the curriculum programs that are ongoing on their campuses, but are not familiar with them
- Need Federal and State mandates for equity program

#### *Hopes/Opportunities*

- More support is needed for AAO's
- Federal and state mandated expenditures also for equity program
- Senior leadership - request that they sit on committees and become active and support AA
- Leaders who will approach people to be part of the committees in a different way - without saying you're spending too much time away from some other activity
- For some other people to be advocates for AA or diversity (leaders/colleagues) - that "you" are not the only one carrying the burden

### **V. Faculty**

#### *Challenges*

- Taking personal responsibility to address issues of diversity as they present themselves in the classroom
- Some disciplines don't lend themselves as easily as others to discussions of diversity
- More conversations among faculty about diversity

#### *Opportunities*

- Personal responsibility to address issues of diversity present themselves in the classroom
- To share discussions on diversity
- Language choices, for example - allowing people to talk about diversity first-hand
- Creating a comfortable environment
- Getting more faculty members to talk about this issue in the classroom

### **VI. Administrators**

#### *Challenges*

- How many balls are in the air at the same time - tasks to be dealt with, diversity is one of many



- Culture in higher education and specifically working with faculty - compliance, hierarchy - are not issues that set well with faculty
- Faculty highly decentralized.

#### *Opportunities*

- To build strong educational case for diversity - why it's in faculty's individual self-interest or in the institution's best interest
- Number of broad-based institutional structures where administrators can get together and in the overlapping get done what needs to be done

#### **Some Reasons Why Faculty Don't Do What You Want Them To Do**

- ◆ We don't make it clear - what is it we want them to do
- ◆ They don't have the skills
- ◆ They don't have the ability. Some faculty will never lead a group dialogue because of the lack of expertise
- ◆ Institutional barriers don't allow faculty to do what administrators want
- ◆ They don't want to

#### **CLOSING STATEMENTS**

Susan Bowers, Enforcement Director, OCR Eastern Division, thanked all of the Roundtable participants for coming and the OCR Postsecondary Education Racial Harassment Initiative Team for conceiving the idea of the PSE Initiative and developing it four years ago. She spoke about the need to continue efforts such as the Initiative and Roundtable, and of the commitment in OCR to continuing such efforts. She asked for feedback from the participants on future directions for the Initiative. Alvin Herring, Facilitator, added his thanks and commendations to the Roundtable participants.